

To use or not to use ChatGPT in higher education? A study of students' acceptance and use of technology

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Abstract

ABSTRACT ChatGPT is an AI tool that assisted in writing, learning, solving assessments and could do so in a conversational way. The purpose of the study was to develop a model that examined the predictors of adoption and use of ChatGPT among higher education students. The proposed model was based on a previous theory of technology adoption. Seven predictors were selected to build a model that predicted the behavioral intention and use behavior of ChatGPT. The partial-least squares method of structural equation modeling was used for data analysis. The model was found to be reliable and valid, and the results were based on a self-reported data of 534 students from a Polish state university. Nine out of ten proposed hypotheses were confirmed by the results. Habit was found to be the best predictor of behavioral intention, followed by performance expectancy and hedonic motivation. The dominant determinant of use behavior was behavioral intention, followed by personal innovativeness. The research highlighted the need for further examination of how AI tools could be adopted in learning and teaching.